Special Educational Needs and / or Disabilities (SEND) Policy

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1. Aims

Our special educational needs and disabilities (SEND) policy aims to adhere to Kingfisher Schools Trust values of Opportunity, Community and Excellence. We believe that all schools should be inclusive as far as reasonably practicable. Children, staff and families should feel included within our Trust.

All schools within Kingfisher Schools Trust, implement national legislation and guidance regarding students with SEND to help them fulfil their aspirations and achieve their best, be confident individuals who are part of a community.

This policy aims to explain how schools within Kingfisher Schools Trust undertake inclusive practices to support individuals to reach their potential.

2. Vision and values

Further to the Trust's vision, schools each have their own set of values that make their setting unique. At Northgate Primary School our values are that all children will succeed and will be challenged to meet high expectations. Our aims are to:

- Provide all students with access to a broad and balanced curriculum.
- Commit to making sure all our students have the chance to thrive and support them to meet their full potential.
- Make them lifelong learners and ensure they can transition successfully to the next phase in their educational journey.

3. Legislation and guidance

Inclusive practice at schools within Kingfisher Schools Trust are based on the statutory guidance: Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the special educational needs (SEN) information report.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share it.
- The School Admissions Code, which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

This policy also complies with our funding agreement and articles of association.

4. Definitions

4.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. Roles and responsibilities

5.1 The SENDCo

The SENDCo at our school is Mrs Vicki Baker.

They will:

- Inform any parents that their child may have SEND and then liaise with them about the student's needs and any provision made.
- Work with the Headteacher and SEND Academy Councillor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual students.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be a point of contact for external agencies, especially the Local Authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the student and their parents/carers are informed about options and that a smooth transition is planned.
- When a student moves to a different school or institution, make sure that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the Headteacher and school's Academy Council to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all students with SEND updated and accurate.
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.

- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy.
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

5.2 Board of Trustees

The Board of Trustees is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual. Trustees delegate overall responsibility to staff within the central team, namely the CEO and the Director of Education:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every student with SEND gets the support they need.
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND.
- Inform parents/carers when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any students with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents/carers on their child's progress.
- Record accurately and keep up to date the provision made for students with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in an SEND information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of students with SEND.

5.3 The Academy Council (governance)

The SEND link Academy Councillor is Paula Waters-Bunn who can be contacted via the school office. They will:

- Help to raise awareness of SEND issues at Academy Council meetings.
- Monitor the quality and effectiveness of SEND provision (with the support of the central team) within the school and update the Academy Council accordingly.
- Work with the Headteacher and SENDCo to determine the implementation of the SEND policy and provision in the school.

5.4 The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND link Academy Councillor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENDCo and the Academy Council to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students.
- Make sure that the SENDCo has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of students on the SEND register.
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

5.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is scaffolded to meet student needs through a graduated approach.
- The progress and development of every student in their class.
- Working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the SENDCo to review each student's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEND information report.

Communicating with parents / carers regularly to:

- Set clear outcomes and review progress towards them.
- Discuss the activities and support that will help achieve the set outcomes.
- Identify the responsibilities of the parent, the student and the school.
- Listen to the parents'/carers' concerns and agree their aspirations for the student.

5.6 Teaching Assistants / support staff

Teaching Assistants (TAs) play a crucial role in supporting students with SEND so that they can thrive academically, socially and emotionally. Directed by the Headteacher, SENDCo and / or teachers, TAs need to:

- Safeguard students.
- Support individualised learning.
- Monitor and track progress
- Provide pastoral and emotional support.

- Support participation in learning activities.
- Collaborate with other staff to ensure a coordinated approach to meeting the needs of students with SEND, including implementing interventions and support plans.
- Support students to understand and follow the school's policies.
- Contribute to the Assess, Plan, Do, Review cycle as appropriate.

5.7 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEND support outside school and any changes in the student's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student.
- Given an annual report on the student's progress.

The school will take into account the views of the parents or carers in any decisions made about the student.

5.8 The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Attending review meetings.
- Giving feedback on the effectiveness of interventions.

The student's views will be taken into account in making decisions that affect them, whenever possible.

6. SEN(D) information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

7. Our approach to SEND support

7.1 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment when they start at our school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and, if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better their previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with scaffolded, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

The school follows the 'Assess, Plan, Do, Review' model to monitor the impact of any intervention – see below for further details.

7.2 Consulting and involving students and parents/carers

The school will put the student and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account any concerns the parents/carers have.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a student will receive special educational provision. Pupil Passports may be written for some pupils which outline targets and provision.

7.3 The graduated approach to SEN support

Once a student has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's class teacher and the SENDCo will carry out a clear analysis of the student's needs. The views of the student and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the student, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, and will be made accessible to staff in a student passport.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENDCo will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and students.
- The level of progress the student has made towards their outcomes.
- The views of teaching staff who work with the student.

The teacher and the SENDCo will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents/carers.

7.4 Levels of support

School-based SEND provision

Students receiving SEND provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEND budget.

On the census these students will be marked with the code K.

Education, health and care plan (EHCP)

Students who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these students will be marked with the code E.

7.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Tracking students' progress, including by using provision maps.
- Carrying out the review stage of the graduated approach in every cycle of SEND support.
- Using student questionnaires.
- Monitoring by the SENDCo and Senior Leadership Team.
- Holding annual reviews for students with EHC plans.
- Getting feedback from the student and their parents/carers.
- Getting feedback from staff.

8. Attendance

Many students with SEND face complex barriers to attendance. Their right to an education is the same as any other student and therefore the attendance ambition for these students is the same as it is for any other student. However, they may need additional support.

Our approach to supporting students who are absent from school due to their SEND is set out in our attendance policy.

9. Safeguarding

We recognise that students with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer students with SEND, and the support we provide to help students overcome any communication barriers they face, see our safeguarding/child protection policy.

10. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

At least one member of staff will hold a nationally recognised qualification in SEND. All staff are able to access high quality SEND training via The National College on an ongoing basis.

11. Links with external professional agencies

The school recognises that it will not be able to meet all the needs of every student. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists

- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Family Support Workers
- Mental Health Support Team

12. Admission and accessibility arrangements

Please refer to our admissions policy and accessibility policy and plan for further information.

13. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher and / or SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy, which can be found on the website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

14. Monitoring and evaluation arrangements

14.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

All staff's awareness of students with SEND at the start of the autumn term

How early students are identified as having SEND

Students' progress and attainment once they have been identified as having SEND

Whether students with SEND feel safe, valued and included in the school community

Comments and feedback from students and their parents/carers

Analysis of relevant data

14.2 Monitoring the policy

This policy will be reviewed by the Director of Education **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Education Committee and shared with schools to personalise.

15. Links with other policies and documents

This policy links to the following documents:

- SEND information report
- The Local Offer
- Accessibility plan and policy
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy